

The goal of this self-assessment is to help school age program providers become aware of important indicators of quality. This self-assessment tool is not a test or pass/fail exam, but instead is a tool that supports an intentional review of program policies and delivery of services. The focus is on improvement. It consists of two parts.

Part 1 is a self-assessment of:

- Space and Furnishings, Health and Safety, Activities, Interactions, Program Structure, and Special Needs Supplementary Items

Part 2 is a self-assessment of:

- Human Resource Policies and Practices, Professional Development

How To Use This Tool

When completing the YoungStar Self-Assessment it is important to honestly assess the work of the program. It is for all classrooms/groups and all staff to complete. 75% of the Lead Teachers should be involved with the Self-Assessment and the Director will be responsible to collect and provide signatures to demonstrate the Lead Teacher's involvement. A signature page is provided at the end of this document. The team approach is a key factor in improving practice throughout a program.

This YoungStar Self-Assessment can be used in a variety of ways to meet your program's needs, such as:

- Complete one section of the self-assessment at a time,
- Complete the entire self-assessment,
- Work with a mentor to complete the self-assessment. It is important that the work of self-assessment not fall on one person.
- The self-assessment tool can be used by the program director and individually by classroom teachers/group leaders. The team approach is a key factor in improving practice throughout a program.

This self-assessment is intended to reinforce, not replace, licensing standards. Items in the self-assessment represent high quality standards that are above and beyond what are included in the licensing standards. In the process of using the self-assessment, consider the many aspects of the school age program/classroom pertaining to children's play. Focus specifically on required areas, the types and quantities of materials used, the amount of time dedicated to play, any barrier that prevents children from using materials, and the interactions that occur while children are engaged in play with learning materials. As you document materials in the environment, look at what is provided for children's independent use.

ACTION PLAN: Action plans are an opportunity to think about how you will improve your program in each quality component section. At the bottom of each section is a grid for the program/classroom to identify areas for improvement and brainstorm those ideas, feelings and practices that need to be prioritized. These action steps are then transferred to the Quality Improvement Plan document available from the YoungStar Regional Office. The purpose of this tool is to help you get started on looking at your current practices, sorting through your feelings, and begin making improvement in your classrooms/groups and center. A best practice and key element to the process is to have brain storming conversations on the self-assessment with staff and others.

Use this opportunity to reflect on the assessment results and think about:

- 1) What impressed you about your current practices?
- 2) What surprised you about your current practices?
- 3) Were there any safety/supervision issues that may put children at risk?
- 4) What general areas do you foresee getting started on improving the quality today?
- 5) How about the near future?

How To Self-Assess **PART 1**

Read each item carefully.

Step 1: Decide if the stated indicator is “Not Met” = showing little evidence to support statement. Check the corresponding box for that indicator. For the indicators that are checked “Not Met”, the program is encouraged to adapt to fully meet the criteria stated in the “Better” and/or “Best” column. These items should be addressed on the Action Plan and prioritized for the Quality Improvement Plan.

Step 2: Decide if the stated indicator “Meets” = shows some evidence to support statement. Check the corresponding box for that indicator. For the areas that are checked as “Meets”, the program is encouraged to adapt to fully meet the criteria stated in the “Better” and/or “Best” column. These items should be addressed on the Action Plan and prioritized for the Quality Improvement Plan. If it does meet the indicator, move to step 3.

Step 3: Decide if the stated indicator has evidence in the program to support a “Better” rating. Check the corresponding box for that indicator. These items may be addressed on the Action Plan and prioritized for the Quality Improvement Plan. If it does meet the indicator, move to step 4.

Step 4: Decide if the stated indicator has evidence in the program to support a “Best” rating.

Definitions of ratings:

Not Met = There is little evidence to support statement

Better = There is sufficient evidence to support statement

NA = Statement does not apply to the child care program.

Meets = There is some evidence to support statement

Best = There is a great deal of evidence to support statement

DEFINITION OF TERMS **PART 1:**

Accessible: Children are able to reach and use materials independently. Non-Mobile children are brought materials by staff to use.

Much of the Day: Children are able to reach and use materials for a majority of the time that they are in attendance and able to play. Non-mobile children are brought materials. No child is prevented from playing with materials for at least one-third of the time the children are in attendance for 5 - 12 year olds.

NA Permitted: If there are no children with disabilities enrolled or children with disabilities do not need the materials for participation in the environment NA is permitted.

HOW TO ASSESS **PART 2**

As a director/administrator, the human resources and policy development are not to be solved alone. A leadership role is necessary to develop a vision of high-quality child care and engaging in the use of model work standards can benefit you, your staff and the center. This part of the self-assessment will serve as a working tool for setting goals to improve current work standards. Engage staff in developing an action plan for change.

YES = Consistently Met

NO = Partially Met or Unmet

COMMENTS = Barriers/challenges or strengths that are present

Plan for improvements now and in the future – YoungStar...Start Early. Start Smart. Start Here

Facility Name _____ Ages in Program _____ to _____ Date Completed _____

Name of Person Completing Self-Assessment _____ Position _____

SPACE AND FURNISHINGS	Not Met	Meets	Better	Best	Not Applicable
Space used by children to play and have free movement, play materials, and furnishings	<input type="checkbox"/> Space is very confined – for number of children enrolled	<input type="checkbox"/> Limited space	<input type="checkbox"/> Sufficient space	<input type="checkbox"/> Ample space	
Lighting, ventilation, temperature control, and sound-absorbing materials	<input type="checkbox"/> Lacking	<input type="checkbox"/> Adequate	<input type="checkbox"/> Some direct natural lighting available	<input type="checkbox"/> Can be controlled	
Space is maintained and clean	<input type="checkbox"/> In poor repair and poorly maintained	<input type="checkbox"/> Generally in good repair and reasonably clean and well-maintained (Evidence of daily cleaning)	<input type="checkbox"/> In good repair and very well-maintained	<input type="checkbox"/> Floors, walls, and other built-in surfaces made of easy-to-clean materials where needed	
Space for children is accessible to children and adults with disabilities	<input type="checkbox"/> Not accessible	<input type="checkbox"/> Accessible to all currently using program space (NA Permitted)	<input type="checkbox"/> Accessible to all children and adults (NA Permitted)	<input type="checkbox"/> Accessible whether or not individuals are involved in the program	
Furniture used for routine care (eating, napping, storage of children's possessions)	<input type="checkbox"/> Not enough	<input type="checkbox"/> Sufficient (including individual storage for child possessions)	<input type="checkbox"/> Furniture is suitable to children's sizes	<input type="checkbox"/> Routine care furniture accessible, convenient and sufficient in quantity, daily upkeep done	
Furniture used for play and learning	<input type="checkbox"/> Not enough furniture <input type="checkbox"/> Furniture needs to be better maintained and cleaned more often	<input type="checkbox"/> Enough for all ages/abilities of children enrolled <input type="checkbox"/> Reasonably clean and well-maintained furniture <input type="checkbox"/> Sufficient, convenient storage	<input type="checkbox"/> Storage is available for extra materials and supplies <input type="checkbox"/> Space available for display of work <input type="checkbox"/> Furniture promotes self-help as needed	<input type="checkbox"/> Appropriate independent use of materials provided	
Provision for relaxation and comfort for children at play are accessible	<input type="checkbox"/> No soft furnishings accessible <input type="checkbox"/> Soft furnishings not	<input type="checkbox"/> All spaces can be easily supervised by staff	<input type="checkbox"/> Soft furnishings, those used for relaxation are protected from active play	<input type="checkbox"/> Activities are set up by staff for children to use private space	

	protected from intrusion by others <input type="checkbox"/> Staff discourage children from being alone for relaxation or comfort		<input type="checkbox"/> Private spaces created by children are permitted <input type="checkbox"/> Supervision is easy while ensuring privacy	<input type="checkbox"/> More than one space available	
Provision for adaptive furniture for children with special needs	<input type="checkbox"/> No provision	<input type="checkbox"/> Seats comfortable and supportive (equipped with safety belts if needed) (NA Permitted)	<input type="checkbox"/> Available adaptive furniture (NA Permitted)	<input type="checkbox"/> Different types of adaptive furniture for children's use (NA Permitted)	
Indoor room arrangement	<input type="checkbox"/> Space not defined - large room without interest centers OR - several small rooms without definition of purpose OR - inconveniently arranged <input type="checkbox"/> Active play disrupts quiet play <input type="checkbox"/> Pathways do not allow children to move with out disruption of ongoing activities <input type="checkbox"/> Difficult to supervise	<input type="checkbox"/> An accessible interest center that is defined <input type="checkbox"/> Additional play spaces used by children so indoor activities do not interfere with each other <input type="checkbox"/> Visual supervision is easy	<input type="checkbox"/> Three or more interest centers defined and equipped <input type="checkbox"/> Quiet and noisy areas separated <input type="checkbox"/> Independent use by children by arrangement of rooms or centers <input type="checkbox"/> Not overcrowded with furnishings	<input type="checkbox"/> A variety of learning experiences in centers or rooms <input type="checkbox"/> Children can work and play without crowding <input type="checkbox"/> Additional materials available to add or change in rooms or centers	
Indoor space reflects the work and interests	<input type="checkbox"/> Materials are kept out of reach of children <input type="checkbox"/> No displays to feature artwork and other pictures of interest	<input type="checkbox"/> Materials are usually accessible to all children <input type="checkbox"/> Few displays featuring children's artwork	<input type="checkbox"/> Materials are always accessible to all children <input type="checkbox"/> Children free to personalize the space and redefine areas for their purposes	<input type="checkbox"/> Materials are kept on low and open shelves <input type="checkbox"/> Décor portrays people from different ethnic and racial backgrounds engaged in a variety of roles	
Gross Motor Space	<input type="checkbox"/> No outdoor or indoor space available for gross motor activities <input type="checkbox"/> Outdoor has no protection from the elements	<input type="checkbox"/> Some space available on a daily basis for gross motor activities <input type="checkbox"/> Outdoor space has minimal protection from elements	<input type="checkbox"/> Space outdoors ample and some space indoors available daily <input type="checkbox"/> Variety of surfaces for different types of play	<input type="checkbox"/> Varied space both outdoors and indoors available daily <input type="checkbox"/> Younger children have separate space <input type="checkbox"/> Access to outdoor space convenient	

Furnishings for Gross Motor	<input type="checkbox"/> Lack of stationary gross motor equipment indoors or outdoors <input type="checkbox"/> Equipment in poor repair or not age appropriate <input type="checkbox"/> Lack of portable equipment for gross motor activity	<input type="checkbox"/> Some stationary gross motor equipment <input type="checkbox"/> Equipment in good repair for indoors or outdoors <input type="checkbox"/> Some portable equipment for gross motor activities in groups or individual play	<input type="checkbox"/> Readily available and have a variety of stationary gross motor equipment <input type="checkbox"/> Sturdy equipment, age appropriate, and stimulates many skills <input type="checkbox"/> Variety of portable materials to support individual and group gross motor games	<input type="checkbox"/> Equipment that is imaginative, flexible and frequently rearranged by staff and children to maintain interest <input type="checkbox"/> Variety of equipment for variety of skill levels <input type="checkbox"/> Portable materials accessible for independent use	
Homework as part of program	<input type="checkbox"/> Inappropriate space for homework or other quiet study	<input type="checkbox"/> Generally appropriate and have separate area	<input type="checkbox"/> Separate area that is quiet, not crowded, and has appropriate furnishings	<input type="checkbox"/> Access to stored reference materials - library or computer accessible	
Host facilities access	<input type="checkbox"/> No play space dedicated to the exclusive use by school age children	<input type="checkbox"/> Some dedicated space and some access to shared facilities when not in use by others	<input type="checkbox"/> Ample dedicated space <input type="checkbox"/> Arranged exclusive use of shared facilities on a regular basis	<input type="checkbox"/> Daily use of shared facilities does not restrict the children's activities or noise level	

Identified Areas for Improvement / Brainstorming	Person Responsible	Resources Needed	Target Date of Completion

HEALTH ,SAFETY AND NUTRITION	Not Met	Meets	Better	Best	Not Applicable
Greeting Procedures	<input type="checkbox"/> No clearly defined arrival procedures <input type="checkbox"/> Attendance not recorded <input type="checkbox"/> Parent not required to notify program if child will be late or absent <input type="checkbox"/> Staff not required to contact parent if child absent without prior notice <input type="checkbox"/> No check-in procedures for children who are bussed from home or come from home on their own	<input type="checkbox"/> Attendance recorded <input type="checkbox"/> Children arriving late or are absentee are checked in by staff with a checklist or other system <input type="checkbox"/> Staff ask parent to call the program if child will be late or absent – staff call parent about absences or tardiness	<input type="checkbox"/> When children are bussed from home staff meet bus to greet children <input type="checkbox"/> Program has communication system to parent can leave message to notify program of child's absence and staff check messages frequently	<input type="checkbox"/> Arrival is well managed <input type="checkbox"/> Staff and parent work together toward regular attendance by child and discuss attendance issues	
Departure Procedures	<input type="checkbox"/> Parent or authorized person rarely enters area and departure routine is very short <input type="checkbox"/> No clearly defined departure procedure <input type="checkbox"/> No check-out procedures for children who are bussed home or who go home on their own	<input type="checkbox"/> Safe and well-organized and parent or authorized person enters area <input type="checkbox"/> Parents are required to notify staff of alternate arrangements <input type="checkbox"/> Children who go home on their own or are bussed home are dismissed by a staff member who records departure on a checklist or other system	<input type="checkbox"/> Staff greets parents or person who picks up the children and provides pleasant, organized departure <input type="checkbox"/> Only parent/ authorized person may pick up child <input type="checkbox"/> Without prior authorization a child is not permitted to leave until staff obtain verification from parent <input type="checkbox"/> When children are bussed home staff escort child to the bus	<input type="checkbox"/> Relaxed and friendly atmosphere encourages parents to spend time visiting a pick-up times <input type="checkbox"/> Proper and safe departure and travel behavior has been discussed with children <input type="checkbox"/> Departure is managed well	
Information shared with parents daily	<input type="checkbox"/> No information shared	<input type="checkbox"/> Some sharing of child-related information between parents and staff	<input type="checkbox"/> Information about daily routines shared	<input type="checkbox"/> Staff talks to parents about specific things their child did during the day and shares information about program, etc.	

<p>Health practices and policies</p>	<ul style="list-style-type: none"> <input type="checkbox"/> No health records for children <input type="checkbox"/> No written policy for ill child <input type="checkbox"/> No written policy for exclusion for contagious illness <input type="checkbox"/> No area set aside for ill child <input type="checkbox"/> No staff to monitor ill child <input type="checkbox"/> Parent not contacted when child is ill <input type="checkbox"/> No posting of allergies or other health problems for staff information <input type="checkbox"/> No attention to personal hygiene by children or staff 	<ul style="list-style-type: none"> <input type="checkbox"/> Health records kept for each child <input type="checkbox"/> Written policy for isolation of ill child and notification of parent <input type="checkbox"/> Written policy for managing contagious illness <input type="checkbox"/> Area set aside for ill child – not a separate room <input type="checkbox"/> Supervision by staff of ill child and healthy children without proper health precautions <input type="checkbox"/> Allergies and medication schedules posted for staff use <input type="checkbox"/> Attention paid to personal hygiene by children or staff 	<ul style="list-style-type: none"> <input type="checkbox"/> Written policy given to parents <input type="checkbox"/> Medication given with written permission from parents (DCF 251.07(6)(f). <input type="checkbox"/> Isolation of ill child in separate room <input type="checkbox"/> Proper health precautions by staff taken when monitoring ill children <input type="checkbox"/> Children encouraged to manage health practices independently <input type="checkbox"/> Children encouraged to manage hand washing practices independently in daily routines – before eating, after messy activity, outdoor play, and toileting 	<ul style="list-style-type: none"> <input type="checkbox"/> To handle health related questions, staff has arranged for a health consultant, health information available to parents from health organizations <input type="checkbox"/> Parent receives information from staff about child's physical and mental health <input type="checkbox"/> Parent is assisted by staff to meet child's health needs <input type="checkbox"/> Personal hygiene is included in educational programming to promote good health care habits <input type="checkbox"/> Staff teach children not to share personal items, food or drink 	
<p>Safety practices and policies</p>	<ul style="list-style-type: none"> <input type="checkbox"/> No written emergency procedures <input type="checkbox"/> Hazards present or unsafe equipment <input type="checkbox"/> No telephone or first aid kit accessible <input type="checkbox"/> Procedures for evacuation not practiced regularly <input type="checkbox"/> Inadequate supervision for protection indoors and outdoors 	<ul style="list-style-type: none"> <input type="checkbox"/> Written safety and emergency procedures <input type="checkbox"/> Indoors and outdoors have no safety problems <input type="checkbox"/> Emergency procedures and numbers posted <input type="checkbox"/> Procedures for evacuation practiced monthly <input type="checkbox"/> Parents informed about accidents <input type="checkbox"/> Adequate supervision to protect children indoors and outdoors 	<ul style="list-style-type: none"> <input type="checkbox"/> Systems are in place to protect the children from harm – moving from place to place or when using the rest room <input type="checkbox"/> Safety rules are taught to children <input type="checkbox"/> Staff usually anticipates and takes action to eliminate safety hazards 	<ul style="list-style-type: none"> <input type="checkbox"/> There are no observable safety hazards in the program space <input type="checkbox"/> Parents receive safety information – safety plans, unsafe objects are not allowed at the program <input type="checkbox"/> Access is monitored and staff respond when strangers enter the program <input type="checkbox"/> Staff explains reasons for safety rules to children 	

		<input type="checkbox"/> Staff has essentials needed to handle emergencies			
Meal/snack schedule	<input type="checkbox"/> Inappropriate (Example: Children are made to wait for food even if hungry or rigidly scheduled)	<input type="checkbox"/> Meets each child's needs – regular schedule <input type="checkbox"/> Children have enough time to eat without rushing	<input type="checkbox"/> Well-organized meal/snack times, staff sit with children during meals/snacks <input type="checkbox"/> Timing is flexible to meet individual needs	<input type="checkbox"/> Encouragement of learning by staff at meal/snack times <input type="checkbox"/> Children notified before snacks are put away	
Food served for meals and snacks meets nutrition guidelines	<input type="checkbox"/> USDA Guidelines not met or food served inappropriate <input type="checkbox"/> Water not available to drink <input type="checkbox"/> No provision for proper food storage	<input type="checkbox"/> Program serves healthy foods (USDA Guidelines) <input type="checkbox"/> Quality drinking water is available for children <input type="checkbox"/> Proper food storage	<input type="checkbox"/> Menus provided for parents (NA Permitted) <input type="checkbox"/> Sufficient amount of food provided for children	<input type="checkbox"/> Snacks include healthy foods from various cultures <input type="checkbox"/> Parents receive information about nutritional value of food and children's eating habits	
Basic sanitary procedures (Hand washing, eating surfaces cleaned and sanitized, utensils used, leftover food is discarded rather than used for a later feeding)	<input type="checkbox"/> Usually neglected	<input type="checkbox"/> Procedures maintained at least half of the time	<input type="checkbox"/> Procedures usually practiced	<input type="checkbox"/> Procedures always practiced	
Feeding practices/ Accommodations for food allergies and cultural diversity	<input type="checkbox"/> No supervision for age and abilities of children <input type="checkbox"/> No accommodations made or for family dietary restrictions (NA Permitted)	<input type="checkbox"/> Adequate supervision for age and abilities of children <input type="checkbox"/> Children's dietary restrictions posted and substitutions made (NA Permitted)	<input type="checkbox"/> Meals/snacks are relaxed and pleasant – slow eaters given plenty of time and there are conversations happening	<input type="checkbox"/> Children assist in preparation of meals/snack	

Safety Hazards (not a complete listing):

Indoors: Electrical outlets, strings/cords, heavy objects, medicines, walkers, water temperature, staples/tacks, mats or rugs, stairwells, small objects that can cause choking, crib mattress not fitting snugly, bleach solution spray, plastic or Styrofoam objects, etc.

Outdoors: Play areas, unfenced swimming pool, tools not meant for children's use, dangerous substances, sharp or dangerous objects, walkways or stairs, roads or driveways, play equipment, etc.

Identified Areas for Improvement / Brainstorming Person Responsible Resources Needed Target Date of Completion

ACTIVITIES		Not Met	Meets	Better	Best	Not Applicable
Appropriate number of materials for each age group enrolled, accessible for daily use; Materials are safe, challenging but not frustrating, and may include household items	No materials in the following categories: <input type="checkbox"/> Art and Crafts <input type="checkbox"/> Music and Movement <input type="checkbox"/> Blocks and Construction <input type="checkbox"/> Drama/Theatre <input type="checkbox"/> Language/Reading <input type="checkbox"/> Math/Reasoning <input type="checkbox"/> Nature/Science <input type="checkbox"/> Cultural	Some materials much of the day in the following categories: <input type="checkbox"/> Arts and Crafts <input type="checkbox"/> Music and Movement <input type="checkbox"/> Blocks and Construction <input type="checkbox"/> Drama Theatre <input type="checkbox"/> Language/Reading <input type="checkbox"/> Math/Reasoning <input type="checkbox"/> Nature/Science <input type="checkbox"/> Cultural	Many and varied materials much of the day in the following categories: <input type="checkbox"/> Arts and Crafts <input type="checkbox"/> Music and Movement <input type="checkbox"/> Blocks and Construction <input type="checkbox"/> Drama Theatre <input type="checkbox"/> Language/Reading <input type="checkbox"/> Math/Reasoning <input type="checkbox"/> Nature/Science <input type="checkbox"/> Cultural	Additional materials rotated for variety in the following categories: <input type="checkbox"/> Arts and Crafts <input type="checkbox"/> Music and Movement <input type="checkbox"/> Blocks and Construction <input type="checkbox"/> Drama Theatre <input type="checkbox"/> Language/Reading <input type="checkbox"/> Math/Reasoning <input type="checkbox"/> Nature/Science <input type="checkbox"/> Cultural		
	<input type="checkbox"/> Generally in poor repair <input type="checkbox"/> Materials are toxic or unsafe for children <input type="checkbox"/> Mostly teacher-directed	<input type="checkbox"/> Generally in good repair <input type="checkbox"/> Materials are nontoxic and safe for children <input type="checkbox"/> Some materials accessible	<input type="checkbox"/> Materials are well-organized for independent use, organized by type for independent use <input type="checkbox"/> Staff interacts with	<input type="checkbox"/> Space used for play is convenient <input type="checkbox"/> Access to materials is based on children's abilities		

	projects	for each group <input type="checkbox"/> Staff help when needed	children in relation to their play with the materials and facilitates appropriate use of materials	<input type="checkbox"/> Three-dimensional art materials used <input type="checkbox"/> Children have opportunity to learn new skills and develop long range projects	
Arts and Crafts	<input type="checkbox"/> Not available as a free choice activity	<input type="checkbox"/> Staff is available to help when needed	<input type="checkbox"/> Encouragement of individual expression and free choice <input type="checkbox"/> Following of an example is limited	<input type="checkbox"/> Long range projects and opportunity to learn new skills are offered	
Interaction and experiences with the natural world	<input type="checkbox"/> No supervision or interaction by provider during natural world activities <input type="checkbox"/> No opportunities for children to experience the natural world	<input type="checkbox"/> Some opportunities to experience the natural world daily – indoors or outdoors <input type="checkbox"/> Staff use everyday events as a basis for helping children learn about nature/science	<input type="checkbox"/> Individual expression encouraged <input type="checkbox"/> Outdoor experiences with nature provided at least 2 times a week <input type="checkbox"/> Some daily experiences with living plants or animals indoors	<input type="checkbox"/> Creativity is encouraged <input type="checkbox"/> Activities that encourage interest and respect for nature are included	
Music and movement	<input type="checkbox"/> Content is inappropriate <input type="checkbox"/> Other noise or activities interfere with ongoing activities	<input type="checkbox"/> Music and movement experiences available daily <input type="checkbox"/> Recorded music is used at limited times and has a positive purpose	<input type="checkbox"/> Free choice of music activities <input type="checkbox"/> Variety of materials and accessible to children	<input type="checkbox"/> Instructional activities to encourage creativity are offered	
Drama Theatre	<input type="checkbox"/> No staff support or encouragement	<input type="checkbox"/> Storage separate for play materials <input type="checkbox"/> Support by staff offered	<input type="checkbox"/> Extension of dramatic play by staff offering suggestions	<input type="checkbox"/> Drama theatre materials available to represent diversity <input type="checkbox"/> Staff facilitates drama theatre activities and enrich play with stories and trips <input type="checkbox"/> Props for outdoors	
Math/Reasoning Activity	<input type="checkbox"/> Activities are not in line with the styles, abilities and interests of the individuals in the program - work at own pace - work in pairs or groups	<input type="checkbox"/> Staff provide support when children ask for help	<input type="checkbox"/> Staff talks about math/reasoning concepts during both free play and routines <input type="checkbox"/> Variety of accessible games and activities for free choice – age appropriate	<input type="checkbox"/> More difficult activities are introduced when children are ready	
Blocks and Construction	<input type="checkbox"/> Daily use not allowed <input type="checkbox"/> No space available for	<input type="checkbox"/> Accessible for weekly use <input type="checkbox"/> Appropriate space	<input type="checkbox"/> Some materials accessible daily	<input type="checkbox"/> Variety accessible daily <input type="checkbox"/> Carpentry tools and soft	

	activities	available	<input type="checkbox"/> Materials for 3 or more children to use at one time	wood available and functional for construction projects – age appropriate	
Cultural Awareness	<input type="checkbox"/> Variety of materials not visible – ethnic, linguistic, gender, role cultural or racial	<input type="checkbox"/> Some variety of cultural awareness materials visible	<input type="checkbox"/> Multi-cultural materials reflect the diversity of peoples <input type="checkbox"/> Non-sexist materials visible	<input type="checkbox"/> Activities reflect the languages and cultures of the families served	
Language/Reading	<input type="checkbox"/> Variety of reading materials not accessible to children	<input type="checkbox"/> Stories (age-appropriate) read or told on weekly basis	<input type="checkbox"/> Staff encourage children to use reading/writing in practical situations	<input type="checkbox"/> Staff encourage children to bring favorite books from home to share with others <input type="checkbox"/> Children can write their own stories, poems, and newspaper with help from staff	
SCREEN TIME					
Appropriateness of materials in use of TV, video, and/or computer – age appropriate, non-violent, and culturally sensitive	<input type="checkbox"/> Not appropriate	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Materials are limited to those considered “good for children”	<input type="checkbox"/> Most of the materials encourage active involvement and are used to support and extend children’s current interests and experiences	
Alternate activities accessible while TV/video/computer is being used	<input type="checkbox"/> Alternate activity is not allowed	<input type="checkbox"/> Alternative activity accessible	<input type="checkbox"/> Computer activities accessible for free choice (NA permitted)	<input type="checkbox"/> Children can participate in active play rather than spending time using TV, video, or computers	
TV, Video, and Computer use is limited	<input type="checkbox"/> Exposure is not limited	<input type="checkbox"/> Time allowed for children to use is limited appropriately for age of children	<input type="checkbox"/> Staff is actively involved with the children in use of TV, video, and computer	<input type="checkbox"/> Exposure is limited	

Definitions of Appropriate Screen Time:

- Children 5 years of age and older: TV, video and computer screen-time use is limited to 60 minutes per day

Definitions:

To meet the indicator of “**some**”, at least one example must be present unless stated as more than one; or for purposes of using, regular but not frequent observation is seen.

To meet the indicator of “**many**”, more than one example must be present and available to children to avoid any waiting to use materials; or for purposes of using, regular and frequent observation is seen.

To meet the indicator of “**varied**”, differences of the materials that children can use daily and can choose from at one time and can be used for different purposes.

Identified Areas for Improvement / Brainstorming Person Responsible Resources Needed Target Date of Completion

INTERACTIONS	Not Met	Meets	Better	Best	Not Applicable
Greeting	<input type="checkbox"/> Parent or authorized person rarely enter area and greeting is short	<input type="checkbox"/> Children greeted warmly and parent or authorized person enter area	<input type="checkbox"/> Children and parent/authorized person greeted individually and problems with arrival handled sensitively	<input type="checkbox"/> Relaxed and friendly atmosphere encourages parents to spend time visiting at drop-off times	
Staff - child interactions	<input type="checkbox"/> Staff are not responsive or do not get involved with children <input type="checkbox"/> Staff has unpleasant interactions with children	<input type="checkbox"/> Staff respond with inconsistencies <input type="checkbox"/> Staff do not show favor or dislike for particular children	<input type="checkbox"/> Staff treat children with respect and listen to what they say <input type="checkbox"/> Staff respond appropriately to children in a supportive manner	<input type="checkbox"/> Staff help children find ways to pursue their own interests <input type="checkbox"/> Staff and children have mutual respect for each other	
Staff – child communication	<input type="checkbox"/> Little or no talking encouraged from children <input type="checkbox"/> Talking used only to control children's behavior	<input type="checkbox"/> Brief amounts of talking <input type="checkbox"/> Staff response is limited to child-initiated conversation/questions	<input type="checkbox"/> Frequent talking between children and staff <input type="checkbox"/> Staff and children take turns in conversations <input type="checkbox"/> Children are asked inquiry questions for more complex answers	<input type="checkbox"/> All children are conversed with <input type="checkbox"/> Staff expand on ideas from children	

Staff control, responsiveness and active supervision	<input type="checkbox"/> Most supervision is punitive or overly controlling <input type="checkbox"/> Not responsive to or involved with children	<input type="checkbox"/> Most supervision is non-punitive and control is exercised in a reasonable way <input type="checkbox"/> Staff spend little time on tasks that do not involve the children <input type="checkbox"/> Usually responsive and involved	<input type="checkbox"/> Shows awareness of the whole group even when working with one child or a small group <input type="checkbox"/> Reacts quickly to solve problems in a comforting and supportive way	<input type="checkbox"/> Talks and plays with children related to their activities <input type="checkbox"/> Staff's input into learning is balanced with the children's need to explore independently	
Staff-child interactions	<input type="checkbox"/> Interactions are unpleasant, physical contact is not warm or responsive	<input type="checkbox"/> Few, if any, unpleasant interactions; no harsh verbal or physical staff-child interactions	<input type="checkbox"/> Participates in activities with children and shows interest in or appreciation of what they do <input type="checkbox"/> Shows respect for the children and responds sympathetically to help children who are upset, hurt, or angry <input type="checkbox"/> Uses frequent positive verbal and physical interaction with children throughout the day	<input type="checkbox"/> Is usually sensitive about children's feelings and reactions <input type="checkbox"/> Encourages the development of mutual respect between children and adults	
Discipline management and behavior expectations	<input type="checkbox"/> Program has no guidelines for discipline practices <input type="checkbox"/> So lax that there is little order or control; ignore or handle harshly negative interactions among children	<input type="checkbox"/> Program has a discipline policy <input type="checkbox"/> Usually maintains enough control to prevent problems – children hurting one another, endangering themselves, or being destructive	<input type="checkbox"/> Program policy is set up to avoid conflict and promote appropriate interaction <input type="checkbox"/> Attention frequently given when children are behaving well; facilitates positive peer interactions among children	<input type="checkbox"/> Parents are notified of program's discipline policy in writing <input type="checkbox"/> Staff have access to consultant concerning behavior problems <input type="checkbox"/> Actively involves children in solving conflicts and problems	
Interactions among children	<input type="checkbox"/> Not encouraged <input type="checkbox"/> Interactions among children often negative	<input type="checkbox"/> Encouraged <input type="checkbox"/> Most interactions among children are neutral or positive	<input type="checkbox"/> Staff consistently models good social skills <input type="checkbox"/> Staff help children develop social behavior	<input type="checkbox"/> Staff points out and talks about instances of positive social interaction among children or between	

			with other children	adults and children <input type="checkbox"/> Children suggest activities, negotiate roles, and jointly work out the rules	
Staff and parent interactions	<input type="checkbox"/> No sharing of information	<input type="checkbox"/> Minimal information shared between parents and staff <input type="checkbox"/> Parent conferences upon staff or parent request	<input type="checkbox"/> Parents are aware of program policies and practices <input type="checkbox"/> Regularly scheduled parent conferences	<input type="checkbox"/> Parents involved in decision making roles <input type="checkbox"/> Information shared on parenting, health care, cultural activities for families, sports	
Staff – to – staff interaction	<input type="checkbox"/> No communication among staff for necessary information <input type="checkbox"/> Staff duties not shared equally/fairly <input type="checkbox"/> Staff interpersonal relationships interfere with working with children	<input type="checkbox"/> Some information of children's needs communicated <input type="checkbox"/> Shared staff duties equally/fairly <input type="checkbox"/> Staff interpersonal relations does not interfere with staff responsibilities	<input type="checkbox"/> Information of children's needs communicated daily and time available each day for staff to communicate <input type="checkbox"/> Responsibilities divided and handles smoothly <input type="checkbox"/> Interactions are positive, warm and supportive	<input type="checkbox"/> Planning time together (bi-weekly) is available for staff working with same group <input type="checkbox"/> Program promotes positive interaction among staff members <input type="checkbox"/> Staff responsibilities are clearly defined	
Staff – classroom teacher interactions	<input type="checkbox"/> No sharing of information or communication	<input type="checkbox"/> Some sharing of information or communication regarding children's needs	<input type="checkbox"/> Staff and classroom teachers communicate regularly	<input type="checkbox"/> Cooperation of staff and classroom teacher to meet children's needs	

Identified Areas for Improvement / Brainstorming	Person Responsible	Resources Needed	Target Date of Completion

PROMOTING ACCEPTANCE of DIVERSITY	Not Met	Meets	Better	Best	Not Applicable
Racial or cultural diversity observed in materials used by children	<input type="checkbox"/> Evidence is limited	<input type="checkbox"/> Examples observed in some areas of the program	<input type="checkbox"/> Many examples observed and accessible in many areas of the program	<input type="checkbox"/> Inclusion of diversity is part of all areas and materials used by children	
Materials showing diversity are a balanced representation	<input type="checkbox"/> Representation is only negative stereotypes	<input type="checkbox"/> Show diversity in a positive way	<input type="checkbox"/> Many examples of materials representing various races/cultures accessible	<input type="checkbox"/> Inclusion of diversity is part of daily routines and play activities	
Promote understanding and acceptance of diversity	<input type="checkbox"/> No counteracting of prejudice when shown by children or other adults	<input type="checkbox"/> No prejudice is observed or staff intervenes appropriately to counteract prejudice shown by children or other adults	<input type="checkbox"/> Staff encourages children to accept diversity by modeling the understanding of diversity	<input type="checkbox"/> Activities included to promote understanding and acceptance of diversity	

Identified Areas for Improvement / Brainstorming Person Responsible Resources Needed Target Date of Completion

PROGRAM STRUCTURE	Not Met	Meets	Better	Best	Not Applicable
Schedule – how time is used	<input type="checkbox"/> Schedule is chaotic and has many disruptions <input type="checkbox"/> No schedule posted	<input type="checkbox"/> Basic schedule exists that is familiar to children and meets the needs of most children <input type="checkbox"/> Schedule posted	<input type="checkbox"/> Balance of structure and flexibility for children <input type="checkbox"/> Activities to meet needs of age groups are available each day	<input type="checkbox"/> Staff can adjust so that the varying needs of group are met <input type="checkbox"/> Special activities scheduled	

Balance of structure and flexibility	<input type="checkbox"/> Too rigid or too flexible – not satisfying needs of many children	<input type="checkbox"/> At least one indoor and one outdoor play period occurs daily <input type="checkbox"/> Both gross motor and less active play occur daily	<input type="checkbox"/> A variety of play activities occur each day – some initiated by provider <input type="checkbox"/> Regularly scheduled gross motor time daily on a year round basis outdoors or indoors	<input type="checkbox"/> Most transitions between activities are smooth	
Opportunity for free choice	<input type="checkbox"/> Little opportunity for free choice or much of the day spent in unsupervised free play	<input type="checkbox"/> Some opportunity for free choice occurs or children are free to not participate in activity	<input type="checkbox"/> Children choose from a variety of age-appropriate games, materials and activities <input type="checkbox"/> Individual, small group and large group activities are available	<input type="checkbox"/> Extending activities that interest children is encouraged by adding new materials periodically in response to children's interests	

Identified Areas for Improvement / Brainstorming	Person Responsible	Resources Needed	Target Date of Completion

NOTE: This section is assessed only if there is a child in the group with an identified and diagnosed disability

PROVISIONS FOR CHILDREN WITH SPECIAL NEEDS	Not Met	Meets	Better	Best	Not Applicable
Information from available assessments	<input type="checkbox"/> No attempt to assess children's needs or find out about available assessments	<input type="checkbox"/> Staff attempts to find out about child's needs through assessment or available assessments outside of program	<input type="checkbox"/> Staff have information and follows through on recommended activities and interactions by other professionals	<input type="checkbox"/> Consultation regularly available to assist in planning individual programs for children with special needs	
Modifications made to meet the needs of children with special needs	<input type="checkbox"/> No Attempts to modify environment to meet children's special needs <input type="checkbox"/> Program is reluctant to admit children with special needs <input type="checkbox"/> Repeated opportunities for learning and practicing skills identified as goals for the child are not given	<input type="checkbox"/> Minor modifications made to meet needs of children with special needs <input type="checkbox"/> Some repeated opportunities provided by staff for learning and practice of skills child with special needs does alone	<input type="checkbox"/> Environment, program, and schedule modifications made so children can participate successfully in many activities with others and individually <input type="checkbox"/> Repeated opportunities for learning and practicing skills	<input type="checkbox"/> Children with special needs are integrated into the group and participate in most activities <input type="checkbox"/> Naturally occurring routines and events occur frequently to reinforce learning objectives	
Individualization	<input type="checkbox"/> No individualization, children are not able to participate in ongoing activities	<input type="checkbox"/> Some individualization provided	<input type="checkbox"/> Much individualization provided; small group activities provided	<input type="checkbox"/> Independence encouraged in appropriate activities and support strategies	
Children with special needs engagement/peer interactions	<input type="checkbox"/> Very little involvement with the rest of the group	<input type="checkbox"/> Some involvement in ongoing activities with other children	<input type="checkbox"/> Children participate in many activities with others	<input type="checkbox"/> Children with special needs are integrated into the group and participate in most activities	

Identified Areas for Improvement / Brainstorming	Person Responsible	Resources Needed	Target Date of Completion

Compiled self-assessment checklist adapted from: School-Age Care Environment Rating Scale-Revised Edition, 1996. Thelma Harms, Ellen Vineberg Jacobs, Donna Romano White, Teachers College Press.

NSACA Program Observation Tool, 2001. National School-Age Care Alliance.

HUMAN RESOURCE POLICIES and PRACTICES			
This section is to be used as guidelines for assessing or developing policies and practices for employees.	YES	NO	COMMENTS
Confidentiality of all staff information is maintained.			
Center has a salary scale that is: <ul style="list-style-type: none"> distributed and available to employees identifies different levels of pay for different levels of education reviewed annually 			
Center staff receives an annual cost-of-living increase (reflected in increased fees) or other new sources of revenue.			
Center has a written center-parent contract that specifies: <ul style="list-style-type: none"> if all contracted hours are paid for in full, regardless of child's attendance fees are paid in full when program has an unexpected closure due to inclement weather days. 			
Staff is paid no less than the regular rate of pay for both direct care of children and other work that supports the care of children (staff meetings, planning time, conferences, paid leave, etc.)			
All work by staff that is over 40 hours per week is paid at the overtime rate of time and a half.			
Full-time employees receive 50 – 70% employer-paid health insurance. Part-time employees receive pro-rated.			
A salary package of up to 5% is offered for vision, life, dental, short/long term disability insurance, child care and family member health coverage.			
Staff can contribute to a pension plan which equals 2% of salary and includes option for employee contributions.			
Split-shift differential of one hour's pay is awarded for staff that work both before- and after-school shifts.			
Program that operates full calendar year – minimum of 8 holidays are paid each year to staff. Staff and employer together determine days closed for holidays. If program not in operation for full calendar year, holidays observed during time of operation apply.			
Staff employed full school-year receives at least eight (8) paid days off per year. Staff employed summer only receive two (2) days per year. <ul style="list-style-type: none"> Sick or personal days <ul style="list-style-type: none"> Sick days can be used to take care of sick family members. Up to one year's unused sick days can be carried over to the following year. 			
Employees accrue vacation time: <ul style="list-style-type: none"> during the first year of employment of at least 5 days per year during second through fourth year, at least 10 days per year 			

SELF-ASSESSMENT TOOL – SCHOOL AGE PROGRAMS



<ul style="list-style-type: none"> • after five year, 15 days per year • Up to 5 days of vacation time can be carried over to the following year • Part-time employees earn pro-rated vacation days 			
Written policies describe conditions for unpaid leave of absences by employees.			
Unpaid leave of up to 8 weeks is allowed each year for birth or adoption of a child, acceptance of a foster child, or employee or family member illness. Continued health coverage for employee is guaranteed and return to the job at the same rate of pay and benefits prior to leave.			
Staff receive a copy of written job description and evaluation procedures and tools before beginning employment. <ul style="list-style-type: none"> • Also, staff disciplinary policies, program policies, expectations for staff involvement with parents, community events and other activities • Changes in policies and procedures allow staff input before changes are implemented. • Supervision is individualized and staff receives clear expectations about job performance. 			
Job descriptions are: <ul style="list-style-type: none"> • Accurate, specific, reviewed regularly and staff have input for revisions, include minimum qualifications for position. 			
Evaluations of staff happen at end of probationary/orientation period and then annually. Evaluation process includes a: <ul style="list-style-type: none"> • self-evaluation to be completed by the employee • written evaluation by the supervisor • peer or team evaluation • scheduled meeting to discuss the evaluation between supervisor and employee • procedure for employee evaluation of supervisors 			
When job openings become available: <ul style="list-style-type: none"> • current employees are given information at least five working days before outside posting starts • an interview/decision-making committee has two teaching staff present and one of them is working in the room with the vacancy • for supervisory or management positions, at least one teaching staff member is included on the hiring committee • orientation is provided before beginning teaching responsibilities – review of program policies and procedures, and employee's legal rights at the workplace 			
Policies have been developed for promoting current employees for leadership positions. <ul style="list-style-type: none"> • Team building activities are planned or orientation of new teachers involves current staff. 			
Termination, suspension, severance, and grievance procedures are in writing and available to all employees. Employers will follow all center policies, state and federal laws regarding termination, suspension and grievance procedures applicable.			
In case of layoff, employees receive a minimum of two weeks' notice and full payment of wages for those two weeks, whether working or not.			

PROFESSIONAL DEVELOPMENT

This section is to be used as guidelines for assessing scheduling, communication, professional development and support.	YES	NO	COMMENTS
Work schedule and group coverage are given at time of hire.			
<ul style="list-style-type: none"> • Group assignments are stable – no daily changes with child attendance changes 			

SELF-ASSESSMENT TOOL – SCHOOL AGE PROGRAMS



<ul style="list-style-type: none"> 15 minute breaks for each 4-hour period are scheduled 30 minute lunch breaks are offered – covered by consistent staff 			
When changing work schedules: <ul style="list-style-type: none"> staff input is sought for temporary changes two weeks' notice is given for permanent changes staff's child care needs are considered when assigning classroom 			
Staff receive two (2) hours of paid planning time a week. Used for observation and assessment, curriculum planning, staff collaboration, committee work, preparation of materials, etc.			
For long-range planning and physical environment reconditioning, the program closes for at least one (1) day each year.			
Paid staff meetings are held at least once per month to support an effective communication system so that all staff can be informed on policies, events, procedures, and to work collaboratively together. Program has written records of meetings.			
Decision making and problem solving is a team practice. Staff can identify priorities to meet goals and share vision and program philosophy.			
Participation in continuing education. Professional development time may be used for state-mandated training, credit-based courses, professional conferences, observation time in other child care programs, and/or release time for early care and education advocacy activities.			
Staff participation in ongoing diversity training with a focus on working with both adults and children.			
Program budget has annual fund for professional development expenses. <ul style="list-style-type: none"> Budget covers cost of training and expenses to attend training. Full-time staff have a minimum of twenty-five (25) hours of paid professional time each year 			
Staff have opportunity for recognition and reward to achieve higher levels of formal education and grant programs or other programs.			
An assessment of program quality is done annually with parent feedback. Center uses results to plan professional development activities.			
A peer/mentor support network (informal or formal) is available to engage in problem-solving with peers to benefit from experience and encouragement.			
Staff participates in a professional association, support group or school-age organization.			
Staff is aware of community supports to enhance professional development.			

Identified Areas for Improvement / Brainstorming	Person Responsible	Resources Needed	Target Date of Completion

Compiled self-assessment checklist adapted from: Creating Better School-Age Care Jobs: Model Work Standards. Center for the Child Care Workforce. (1999). Washington, D.C.

SELF-ASSESSMENT TOOL – SCHOOL AGE PROGRAMS



Signatures of Group Leaders that have had the opportunity to contribute to this plan. 75% of the Lead Teachers should be involved with the Self-Assessment.

Signature of Group Leaders	Classroom/Group	Date